



# **Updated SEP Roles**

- · Accountability Program Person
  - Melissa Flor

  - Region 7 (Rapid City Area)
     Results Driven Accountability
     On-site accountability reviews
  - Significant Disproportionality
- · Parent Survey
  - Beth Schiltz
- Region 4 contact and Special Education Advisory Panel (temp)
  - Wendy Trujillo

- · Alternate Assessment
  - Assessment Office temp.
- Graduation (Indicator 1)
- Linda Turner Temp
- Coordinated Early Intervening Services (CEIS)
  - Rebecca Cain
- IEP-Q Contact
  - Brandi Gerry

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#### **Project Skills**

Paid Work where Vocational Rehabilitation pays the student's wages, benefits and workers compensation. The school is responsible to provide the job placement, job coaching and monitoring the student at the job site. The Vocational Rehabilitation program is using Federal funds for our portion and the school is providing the match by providing the services listed above. The match should calculate to every \$10 that VR pays, the school's match in services is \$3.00.

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- Contracts are issued on a 2 year Cycle starting 10/1/2018 to 9/30/2020
- $\blacksquare$  Contracts are being sent out electronically through Docusign
- Your school would receive a contract if serving students last year and meeting the match requirements
- Schools not meeting their match need to submit quarterly assurance of match reports first
- Other schools just need to send me an email requesting a contract
- Contracts are now done directly with schools vs Educational Cooperatives
- Seamless process for students when crossing over contract years

#### Contracts Directly with Schools vs Educational Cooperatives

- Schools can continue to use Educational Cooperatives, their staff or other providers as they have in the past.
- These agencies can submit the reports on behalf of the schools however if the school staff are also providing support services, the school should also send in the quarterly assurance of match report.
- Schools will receive quarterly reports from DRS State Office listing the students served and status of match requirements.

# Questions or Need Technical Assistance

Bernie Grimme, DRS Assistant Director 605-773-6284 Bernie.Grimme@State.SD.us

Transition Services Liaison Project www.TSLP.org

Project Skills Website

http://dns.sd.gov/renabservices/projectskiiis.asp.



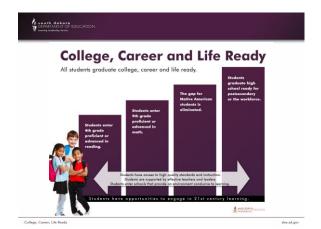
# All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

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Proficiency in Reading by 4th Grade

Proficiency in Math by 9<sup>th</sup> Grade

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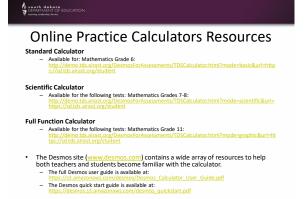


### Calculator for Smarter Balanced

- · An embedded tool
  - For all 6-8 & 11 grade students
  - Must use the embedded calculator
  - Not for 3-5 grade
- Non-embedded calculator
  - Braille or Talking Calculator
  - For Visually Impaired students
  - May be other instances
    - Call or email Beth Schiltz if you have questions

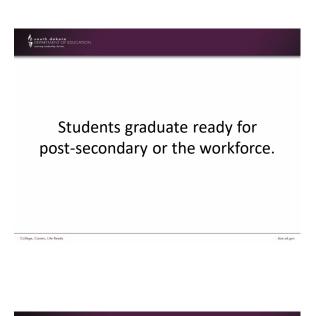
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### **High School Transition**

- TSLP website undergoing some changes should be updated soon
- Check Sped Newsletter for Regional Transition Events
- Contact TSLP Regional Coordinator for YLF Applications which are due Dec 20, 2018

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#### **Effective Teachers and Leaders**

Students are supported by effective teachers and leaders.

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### Northern Plains Law Conference Materials

- If you were unable to attend the 2018 law conference and want access to the presenter materials please go to: <a href="http://www.cvent.com/events/2018-northern-plains-law-conference-on-student">http://www.cvent.com/events/2018-northern-plains-law-conference-on-student</a> with disabilities (pnaylors, 16-019-a016-654-a) appl/3013-1313-137-131-1 appl/phgraft
- Topics Include:
  - 504
  - Behavior
  - Absenteeism
  - Child Find
  - Parent Participation
  - Avoiding Conflict
  - FERPA

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#### · New early childhood website live

The SDStepAhead website is now live. SDStepAhead is a comprehensive early childhood initiative that aims to promote healthy child development by educating, inspiring and assisting parents and caregivers. The site features developmentally appropriate goals for children's development and learning at each age level (infant, toddler and preschooler) as well as ideas for helping them reach their full potential at each stage.

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# October is Learning Disabilities / Dyslexia Awareness Month

- Please visit and share the link below for an inspirational story from a student living with dyslexia.
- https://sites.ed.gov/osers/category/events/dyslexia/
- <u>Fish in a Tree</u> is a wonderful book for students with learning disabilities. Please encourage staff and families to check it out!
- For more information on dyslexia, the SD dyslexia handbook and other recourses can be found at:

http://doe.sd.gov/Dyslexia



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#### October is Also ADHD Awareness Month

- Remember: Students with ADHD spend most of day in the general education classroom
  - Please share this information with all staff
- ADHD Impacts
  - Peer relationships
  - Adult relationships
  - Academic progress
  - Self-esteem
- Please visit the OSERS site below for more information
- <a href="https://sites.ed.gov/osers">https://sites.ed.gov/osers</a>

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#### **School Climate**

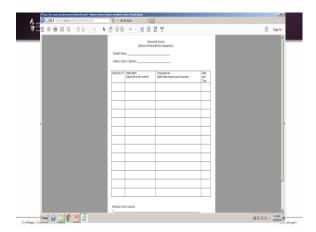
Students enter schools that provide an environment conducive to learning.

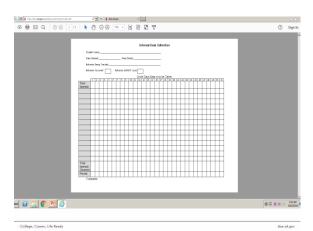
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#### When Should You Collect Data?

- · Before you write behavior plan
  - Is there a need for plan?
  - Gives you baseline
- · During behavior plan implementation
  - Is plan working?
  - Is it being implemented correctly?

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### Bonus Tip!

- When implementing a new behavior plan
  - Make sure everyone is trained
  - Have everyone sign they have been trained
  - Print off data collection sheets for them
  - Include dates that data will be reviewed on data collection form



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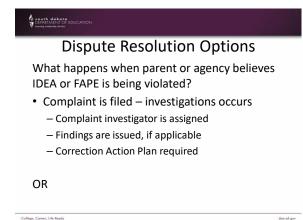
### **Dispute Resolution Options**

Having an issue with a parent? Communication with parent gone bad? Consider requesting...

- IEP Facilitation
  - Neutral party facilitates conversation between district and parents in order to develop an acceptable IEP based on student needs.
- Mediation
  - Neutral mediator facilitates conversation in order to resolve a disagreement and develop a legally binding agreement.

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### **Dispute Resolution Options**

- Due Process Hearing requested
  - Hearing officer is assigned and listens to the case
  - District may request due process when placement of student is an issue and behavior is dangerous to student or others.
  - If findings of non-compliance a corrective action plan is required

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# **Dispute Resolution Options**

Where can I find more information about these options?

- Parent Rights Handbook
  - What is best practice to help parents understand their rights?
- Dispute Resolution Website
- Contact Wendy.Trujillo@state.sd.us

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# Other Resolution Options

- Parent Connection Navigator Program
  - Available by request from either district or parent
  - Contact <u>1-800-640-4553</u>

More information on Navigator Program can be found in the October Sped Newsletter that was distribute on the Sped Listserv or by contacting Parent Connections.

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### **Report Cards**

- Pre-appeal window for accountability data opens Friday, Oct. 19, at 5 p.m. Central.
- Districts have until Oct. 29 to review their 2017-18 data for errors and report to DOE.
- One-hour webinars are slated for Oct. 16 and 18 regarding the review process.
- SPP indicators that are populated from report card are 1 – graduation, 2 – drop out, & 3 assessment

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### **Parent Surveys**

- Please distribute the Parent Surveys to the Special Education teachers in your district
- Also remind them about the on-line survey option and provide the link
  - English: www.surveymonkey.com/s/Q6JW6HJ
  - Spanish: www.surveymonkey.com/s/MJNWNVJ

If you need additional surveys please contact

Beth.Schiltz@state.sd.us

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# **BDI-2 Requirements**

#### **Progress Reporting Requirement**

- In April 2005 the Office of Special Education Programs (OSEP) announced new reporting requirements for child and family outcomes. States will begin reporting outcomes data in the Annual Performance Report (APR) due February 2007.
  - Positive Social Emotional Skills
  - Acquisition of knowledge and skills
  - Use of Appropriate behaviors to meet their needs

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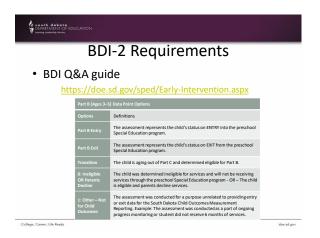
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### **BDI-2 Requirements**

- Students are placed into categories based on their entry and exit scores
  - Transition
    - Student receiving Part C (B-3) services and is evaluated to determine eligibility for Part B 619 services
  - Part B Entry
    - Student enters Part B 619 program between age of 3 to 5
  - Part B Exit
    - Student is exiting Part B 619 services
      - Student is turning 6
      - Student no longer qualifies, parents refuse services, etc
      - Clarification student may be going to Part B 611 services but they are exiting 619 services for children ages 3-5

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BDI-2 Requirements

• Why do we have to indicate the Program Note?

- This notifies the state of the district's "purpose of the testing" and helps track data.

- The data program we use looks for specific wording to organize the students into categories a, b, c, d according to Indicator 7 Preschool Outcomes reporting requirements to OSEP.

- Exact wording of the program notes is VERY important in order for the data program to identify data point

• Students whose program notes are incorrect, missing, or invalid will not be included in the district data and may have a negative

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impact on your results.



# **BDI-2 Requirements**

#### **BDI2 Data Manager**

- · In-state Transfer of students
  - Request 619 coordinator to transfer students from another district to yours if an evaluation was given
- · Managing students
  - Adding: Please contact us if...
    - If you are unable to locate a student you know that you have entered previously
    - You must assign student to a classroom in order for you to find student
    - If students name was misspelled you may not be able to locate student

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### **BDI-2 Requirements**

#### - Deleting

- There is an option to "delete" a student record or evaluation, however this delete function does not work. Student will continue to show up in your data
- If you have duplicate students or evaluations in your data, please contact us for assistance.
- Managing Data (reports)
  - Exporting
    - Districts have the ability to export their data for review
    - Directions can be found at

https://doe.sd.gov/sped/Early-Intervention.aspx

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#### Common Data Errors Found in 2017-2018 Data

- · Program Notes missing
- Extra wording or incorrect program notes
- · Duplicate student records
  - Student records were not transferred
  - Student wasn't assigned to a classroom or unable to locate
- · Duplicate student test records
- Student name changes or misspellings

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### What's New for 18-19

- Districts will be contacted at least 2 times a year to make corrections if your data has errors in...
  - Assessment data
  - Program notes
  - Duplicate student records (test or student)
- BDI2 Administration online course
  - Online modules to work at your own pace and on your own time
  - Undergraduate, graduate, and contact hours available
  - Contact <u>Jodi.Berscheid@state.sd.us</u> to register

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# **Description of Service**

- What should be considered when developing the description of services?
- Must document the specialized instruction identified in the IEP (areas eligible, annual goals, etc...)
- Document when student will be removed from general education peers (reading class in the resource room).
- 3. Other

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Student is in high school. Has a 60 minute math class in special education room, but goal is on Math Problem Solving.

Area	Duration	Frequency	Place
Math problem	15	2 per week	Math class
solving			within
			Resource
			room
Algebra class	60	5 per week	Resource
			room

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Student is in high school. Has a 60 minute math class in special education room, but goal is on Math Problem Solving.

Area	Duration	Frequency	Place
Math problem	15	2 per week	Math class
solving			within
			Resource
			room

Comment: student attends a 60 minute block algebra class in the resource room

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Example: Student qualifies in reading and math.	
Team also determined pull out for math class.	
Reading (Annual goal) 15 minutes 3X per week Resource room	
Math calculation (Annual Goal) 15 minutes 2 X per week Resource Room  Math Class 50 minutes 5 x per week Resource Room	
When calculating LRE, if they will receive specialized instruction for math calculation goal in math class, you will not count 50 minutes plus 15 minutes.	
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South debate  SERRINGS TO EDUCATION	
Calculating LRE	
Calculating     Considerations     Be careful not to double count.	
time – Example: If a student receives	
removed specialized reading instruction <u>during</u> from general the resource room reading class,	
from general the resource room reading class, education don't count it both for LRE.	
peers – Document:	
compared to 50 minutes reading class in resource room.	
school day.  • 15 minutes reading specialized instruction.	
<ul> <li>LRE calculation would only be 50 minutes since already in a pull out class.</li> </ul>	
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